



**THE EFFECT OF CRAZY PROFESSOR READING GAME ON THE
STUDENTS' READING COMPREHENSION AT EIGHTH GRADERS OF
MADRASAH TSANAWIYAH NEGERI 02 DELI SERDANG**

A SKRIPSI

**Submitted to the Faculty of Tarbiya and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements
for Sarjana Pendidikan**

BY:

DANTY FITRIA

34.14.3.002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2018



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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Danty Fitria** yang berjudul:

"THE EFFECT OF CRAZY PROFESSOR READING GAME ON THE STUDENTS READING COMPREHENSION AT EIGHTH GRADERS OF MTsN LUBUK PAKAM",

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr. Wb

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Skripsi yang berjudul : **"The Effect of Crazy Professor Reading Game on The Students' Reading Comprehension At Eight Graders of Madrasah Tsanawiyah Negeri 02 Deli Serdang"** oleh **Danty Fitria**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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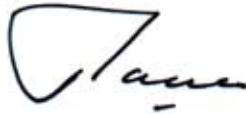
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ON THE STUDENTS' READING COMPREHENSION AT
EIGHTH GRADERS OF MADRASAH TSNAWIYAH
NEGERI LUBUK PAKAM.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

Danty Fitria. Registration Number : 34143002. The Effect of Crazy Professor Reading Game on The Students' Reading Comprehension at Eighth Graders of Madrasah Tsanawiyah Negeri Lubuk Pakam. A Skripsi. Undergraduate School, Department of English Education, Faculty of Tarbiya and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keyword : Students' Reading Comprehension, Reading Text, CPR game

The aim of this research is to show the effect of crazy professor reading game on the students' reading comprehension which was observed and analyzed from students of eight graders at eighth graders of MTsN Lubuk Pakam. The method applied in this study was experimental research design. The population of this study was the students at eight grade of MTsN Lubuk Pakam. This study was conducted with two groups, namely experimental and control class. After treatment, the researcher gave the post-test to both of classes. The score of post-test were collected from reading test. After the calculated by using t-test formula, the finding of this research shows that the CPR game is effective in teaching reading. The experimental class was taught by CPR and the control class was without. The instrument of this research is reading test, the data was analyze by using t-test formula. The result of calculating the t-test shows that t_{observed} is higher than t_{table} . It shows that the alternative hypothesis (H_a) is accepted. So, it means that there is a significant effect of CPR game on the students' reading comprehension.

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Finally, the writer realizes that this proposal is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, 19 September 2018

The Writer

Danty Fitria
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching reading comprehension for Junior High School is that the students are expected to be able to comprehend a text by catching the main idea, understanding vocabulary, finding inference and reference and to monitor their own comprehension. The students are expected to reveal the meaning of the English text in the form of main idea by using reading strategy and acceptability to interacting with surrounding environment.

In order to express idea, feeling and to get information in the text form, the students are expected to have some skills in reading namely, determining topic, determining main idea. Furthermore, the students are expected to read sentences in English well in accordance with the correct English pronunciation. The students are also expected to be able to recognize the grammatical aspects like adjective, noun, adverb and ect, so that they can read and grasp the main idea or information based on circumstances and situation in the text. They are expected to be able to determine a keyword to identify the topic that they read and they can use their vocabulary. So that, they can explore their idea, feel and comprehend the text well.

In reality, based on the observation on the researcher observation at MTsN, the students have some problems in reading comprehension, especially on eight grade students, they have low ability in reading comprehension because it is

very difficult for them to comprehend the text. It happened because of some factors. First, They can read but actually they can not comprehend the meaning and the message of the text, they could not get the main idea, the students' poor knowledge about the text, they didn't understand the concept of the text, and also they were confused how to finding inference and reference. Second, they had not any motivation for learning reading.

Those problems of reading comprehension can be caused by two factors. First the students did not have a good motivation to read because the text was not interesting for them, and they should comprehend every word of the text. Second, the students were lack in vocabulary, so if they wanted to understand the text, they must kept on looking up the words in a dictionary to find out the meaning of the words. Besides of it, this strategy which was not suitable. Commonly, English teacher teach reading comprehension by translating the reading text, so the students knew the meaning just from the English teacher. Because of this situation, the students feel not interested in their reading comprehension.

During teaching and learning process, a teacher plays a dominant role and the students are passive. The teacher usually asks the students to read by silent reading, to find the difficult word, and to open their dictionary. The students do not have chance to express their ideas. The teacher directly discusses the text by translating the difficult words one by one. These activities make the students prefer doing other activities such as chatting with their friends to listening to the teachers' explanation.

To overcome the difficulties of reading, the writer uses Crazy Professor Reading Game. It is an innovative method of strengthening students'

comprehension and thinking skills through peer interaction that involves listening, paraphrasing, questioning and making connections. This method is recommended by Biffle who argues that Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important questions in education, “How can we, at home and at every grade level, progressively, and systematically increase students’ reading comprehension?”. Students and teachers work hardest when they are happiest. Reading, of all human activities, should be entertaining. Confronting and analyzing complex ideas, exploring stories, creatively grappling with written language is one of the most exciting of all human enterprises. This method is challenging and gives broad chance for the students to explore their creativity and imagination. Therefore, the writer suggest the teacher to apply Crazy Professor game which contain plenty of fun steps.¹

They will blame the teacher or their fate when they face failures. In their mind, nothing that they can do to solve the problems in reading. Based on the above observation, the writer would like to try to investigate *The Effect of Crazy Professor Reading Game on the Students’ Reading Comprehension at Eighth Graders of Madrasah Tsanawiyah Negeri Lubuk Pakam*.

B. The Identification of the Problem

The identification of problem are: 1) The students tend to have low reading comprehension. 2) The students’ interest in learning is low. 3) The students’ motivation in learning is low. 4) The teacher seldom uses various strategy in teaching.

¹ Chris Biffle, (2007), *Crazy Professor Reading Game*, California: Crafton Hills College, p.3

C. Limitation of the Problem

As mentioned on the background of the study above, game is one of the alternative solution that can be used by teacher in teaching reading comprehension in classroom, the problem is limited on the effect of CPR game on the students' reading comprehension. In addition, the researcher focuses on the students at the eighth grade of MTsN Lubuk Pakam.

D. The Research Question

In line with the identification of the problem, the research question in this study is: “ Is there any significant effect crazy professor reading game on the students' reading comprehension?”

E. The Objective of the Study

The objective of the study is aim : “To find out the significant effect of crazy professor reading game on students' reading comprehension”

F. The Significances of the Study

Theoretically, this study is significant to enrich the theory of teaching reading. Practically, this study is significant for (1) The students, as an input to improve the students' reading comprehension. (2) The teacher, as an input to improve the quality of teaching reading. (3) The headmaster, as an input to increase the English teachers' competence in teaching reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The research of this research explain the related materials, which is aimed at giving some clarification of the terms used in this study. The terms are defined in order to avoid misunderstanding that might occur in the process of getting a better insight of the discussion of the study. Theoretical framework of this research will be presented and discussed as the following.

1. Reading Comprehension

Reading comprehension is the understanding of the processes by which the meaning of a written text when this is done silently.² Linse defines that reading comprehension refers to reading meaning, understanding and entertainment. It means that during reading text the reader must understand about meaning of the text in order the student feel to be entertained their self when they read the text.³ Reading is useless without comprehension. Westwood states that comprehension must be the central focus of teaching students to read and not something which emphasized only after the students have learned how to decode and identify words. Reading comprehension is situated within the text it self a develop understanding comes from the interaction between the text and the reader's response it.⁴ Five aspect of reading comprehension: (a). Identifying main idea; (b).

²Jack C. Richards, et al., (2010), *Longman Dictionary of Language Teaching and Applied Linguistics*, Malaysia:CTP-VVP, p.483

³ Linse T Caroline, (2005), *Practical English Language Teaching Young Learners*, New York: McGraw-Hill Companies, p. 71

⁴ Paula J. Clarke, et al., (2014), *Developing Reading Comprehension*, Malaysia: Wiley Blackwell, p. 2

Identifying supporting details; (c). Identifying reference; (d). Understanding vocabulary; (e). Making inference.

The Almighty Allah says in holy Qur'an in surat Al- Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

The translation of this surah (1). Read! In the name of your Lord who created; (2). He created man from a clinging form; (3). Read! Your Lord Is the Most Bountiful One; (4). Who taught by pen; (5). Who taught man what he did not know.⁵

In this surah, Allah presents a concise but compelling argument: Man is a creature of wonder, beginning with its development from a biomass (or Alaq), who has been granted the gift of sentience by God. Then, as a being, Man divides into two distinct groups: those who recognize their cosmic condition, seek divine guidance (by 'reading' God's word), and bow to God's will (symbolized by 'prostration'); and those who, even in the face of these apparent wonders of Man's condition, consider the Human to be an 'independent' entity, answerable to no transcendent authority, and even more contentiously, take it upon themselves to prevent the first class of man from following God's Word and submitting to Him.

If you want to know something or comprehend something, we must read. If we want to get some information that we do not know before, we must read. By reading too much, it can enlarge our knowledge. Every human can not add their knowledge without reading and comprehend. If we read a text without

⁵ William Brown, (1987), *The Holy Quran (Koran) English Translation of the Meanings by Abdullah Yusuf Ali*, The KingFahd Holy Quran Printing Complex, p.320

comprehend, we can not analyze the meaning. Every human need read and comprehend a text that they read, it make we can do something new. We know the truth of something as information by reading and comprehending a text.

Reading comprehension involving perspective that bring to the task in different interpretations of a text. Models of reading comprehension can help us to understand the different skills and processes involved in interpreting text. Students should discuss, reflect upon, ask and answer questions about what they have read or what has been read to them.⁶ Reading comprehension involves taking meaning to a text in order to obtain meaning from the text. An individual may be said to comprehend a text full when he can: (a). Recognize the words and the sentences of the text and know what these words and sentences mean (obtain literal meaning); (b). Associate meaning, both denotative and connotative, from personal experiences with the printed text (obtain inferential meaning); (c). Recognize how all these meanings or his perceptions of them fit together contextually; (d). Make value judgements about, and based on, the reading experience (read critically).

Reading comprehension is defined as the process of unlocking meaning from connected text.⁷ As Klingner, Vaughn and Broadman states reading comprehension is a process of interaction between readers and what they bring to the text⁸, such as their prior or background knowledge and strategy use. This

⁶ Peter Westwood, (2001), *Reading and Learning Difficulties: Approaches to teaching and assessment*, Australia: Acer Press, p. 9

⁷ Nabiollah, et.al, (2013), *Learning Styles, Personality Types and Reading Comprehension Performance*, ISSN: 1916-4742, vol. 5

⁸ J.K. Klingner , et al.,. (2007), *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, p. 8

process also includes the variables related to the text, for example the readers' interest of the texts and their understanding of the genres of the texts. It means that what the readers learn and how they respond and comprehend the text is individualistic. The process of constructing meaning depends on the individual competencies, such as experience and how to interpret the text. As Harmer says that it is the way in which people extract meaning from the text, now said as an interactive.⁹

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁰ Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹¹ A general component is many definition of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately. The construction of a coherent representation of picture in the reader's mind of what the text about.¹² It consists of three elements: the reader, the text, and the activity or purpose for reading. The reader brings to the act of reading his or her cognitive capabilities as attention, memory, critical analytic ability, inferencing, visualization ; motivation as a purpose for reading, interest in the content, self-efficacy as a reader ; reading for understanding knowledge (vocabulary and topic knowledge, linguistic and

⁹ Jeremy Harmer, (2004), *The Practice of English Language Teaching*, England: Pearson Education Limited, p.199

¹⁰ Catherine Snow & Chair, (2002), *Reading For Understanding*, Pittsburgh: RAND Reading Study Group, p. xii

¹¹ Frank Smith, (2004), *Understanding Reading Sixth Edition* New Jersey: Lawrence Associates, p. 12

¹² Daniele S. McNamara, (2007), *Reading Comprehension Strategies: Theories, Interventions, Technology*, New Jersey: Lawrence Erlbaum Associates, p, 6

discourse knowledge, knowledge of comprehension strategies); and experiences. While reading, the reader constructs various representations of the text that are important for comprehension. The reading activity involves one or more purposes or tasks, some operations to process the text.

It can be concluded that reading comprehension process of develop understanding comes from the interaction between the text and the reader's response to obtain meaning from the text make the student feel to be entertained their self when they read the text within understanding the text meaning. Five aspect of reading comprehension: (a). Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Understanding vocabulary; (e). Making inference.

2. Crazy Professor Reading Games

Games can be found to give practice in all the skills (reading, writing, listening, and speaking), in all the stages of the teaching learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining)¹³

This game encourages students to understand more what they read, because they get interaction each other. Further, talking with peers not only help students understand their readings better, but it can push their thinking and clarify their own stances on issues that really matter to them.

¹³ Andrew Wright, et.al. (2006), *Games for Language Learning*, New York: CambridgeUniversity Press, 3rd ed, pp.1-2

a. Definition of CPR Game

The CPR game is a new reading system that addresses one of the most perplexing and important questions in education¹⁴. It can be implemented at every grade level to increase students' reading comprehension. Ana maria states crazy professor reading games is a reading technique which helps students see meaning in the words that they are read. Students become active as they move their hands and read dramatically.¹⁵

Crazy professor reading game in which pairs compete to be the craziest professor. A student reads one paragraph with great inflection, animation, and huge gestures to compliment that he or she is read. Their partner mirrors their gestures.¹⁶

Based on defenition above crazy professor reading games is a games by using reading technique to help the students reading comprehension by their gesture.

b. Principle of CPR Game

CPR game is an elaborate variation on a reading technique known as Buddy Reading, Buddy readingor Partner Reading. In Buddy Reading¹⁷, students divide into pairs and take turns reading sentences. Partner Reading is a cooperative learning strategy in which two students work together to read an assigned the text. Cooperative learning involves students working together in small groups to

¹⁴ Chris Biffle, loc.cit.

¹⁵ Ana Maria. (2010). *The Crazy Professor Reading Game*. Accessed at March 29. Retrieved from <http://lifeleast.blogspot.co.id/2010/03/crazy-professor-reading-game.html>

¹⁶ Sarah Meador (2012). *6 Ways to the Super Improvers Team*. Accessed at March 29. Retrieved from <http://wbtforme.blogspot.co.id/2012/11/super-improvers-team.html>.

¹⁷ Chris Biffle. *Opcit*. p.4

accomplish shared goals. Cooperative learning inspired by the theory information processing learning and cognitive theory of learning.¹⁸

Cognitive science includes cognitive psychological examination of thinking, human brain and other systems, natural or artificial, make possible complex behavior that depends on internal system states.¹⁹

According to Alejandra, cognitivism focuses on the “brain”.²⁰ How humans process and store information is very important in the process of learning. Schema, an internal knowledge structure. New information is compared to existing cognitive structures called "schema". Schema can be combined, extended or altered to accommodate new information. Three-Stage Information; processing model input first enters a sensory register, then is processed in short-term memory, and then is transferred to long-term memory for storage and retrieval.

c. Design of CPR Game

The objective of CPR is to increase students reading comprehension and make understand what they have read.²¹ Rule of teacher is teacher divide class into stronger and weaker readers. All students will be either reader and listener. Demonstrate how students can illustrate anything that is being read with gestures.

¹⁸ Wikipedia. (2002). *Pembelajaran Cooperative*. Accessed at March 31 Retrieved from https://id.wikipedia.org/wiki/Pembelajaran_kooperatif#cite_note-4

¹⁹ Edward C. Carterette, Morton P. Friedman, (1999), *Cognitive Science 2nd edition*, USA: Academic Press, p.xv

²⁰ Alejandra Ch. *Comparing Learning Theories- Behaviorism, Cognitivism, Constructivism & Humanistic Learning Theories Comparison Among L. Theory*. Accessed at April,1. Retrieved from http://www.academia.edu/9332688/Comparing_Learning_Theories_Behaviorism_Cognitivism_Constructivism_and_Humanistic_Learning_Theories_Comparison_Among_L._Theories

²¹ Chris Biffle. *Ibid*.3

Rule of students is the students using the best story teller voice and illustrate the tone they want. Students must read with a dramatic tone and use exaggerated gestures to who is the text they read.

d. Procedure of CPR

According to Chris Biffles there are eight steps of teaching by using CPR game. Those steps as follows: (1) Dramatic reading: the reader reads slowly, so the listener has time to form gestures. (2) Paraphrasing: The reader does the most of the work, using a dramatic tone and gestures. The listener silently mirrors the gestures. (3) Q and A: The readers change to answerer and the listener change to questioner .The Questioner and the Answerer both use gestures and a dramatic tone of voice. (4) Connecting: According to brain science, we only learn when we link a new information to old information. (5) Silent Skimming: Ask the students to move one finger down the page as they skim ahead for key information. (6) Silent Reading: Reading in the foreign language, the integration of different level reading skills in tackling a text will gradually become more automatic and faster. (7) Silent Summarizing: Think back and re-tell about what they have read.²²

According to Judith, Crazy Professor Reading Game has four step Of this game.²³ (1) The students read independently with overly dramatic expression. This helps them emphasize key words and increase comprehension; (2) The students use hand gestures to add a very important motor element to further deepen comprehension; (3) The students teach other pairs. Partners dramatically ask questions about what they have read by using hand gestures, and the other

²² Lynne Cameron, (2012), *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press, pp. 154-155

²³ Judith E Araujo. (2018). *Alternatives to Round Robin Reading*. Accessed at March 25. Retrieved from <https://watseducation.wordpress.com/2014/08/21/the-crazy-professor-reading-game/>

student answers dramatically, using hand gestures as well. While doing this step, both students are actually building their summarizing and paraphrasing abilities;

(4) The pairs take on roles. One of them be a crazy professor, whose role is to state a big summary of everything that has been read, very dramatically. The other be an eager student who repeats eagerly what the crazy professor says.

According to Harrel, there are five steps to play Crazy Professor Reading Games.²⁴ Those steps as follows:

1. Dramatic Reading, the first student, will be a reader, the reader read slowly with expression to your partner. The second student, will be a listener, the listener follow along with your partner to help with tricky words. When teacher say “switch”, the students yell “switch” and take turn, the reader will be a listener and the listener will be a reader.
2. Dramatic Reading with Gestures: The reader read slowly with expression to their listener as partner use gestures to act out what the reader read. The second, will be a mirror: follow along with their reader as partner and mirror exactly what gestures they are making with their hands. When teacher say “switch”, the students yell “switch” and take turn, the reader will be a listener and the listener will be a reader.
3. Asking Questions: the first student, will be a questioner: you will ask your partner questions using gestures about what happened in the book. The second student, will be a answerer: You will answer your partners questions using gestures about what happened in the book. When teacher

²⁴ Laken Harrel. (2012). Crazy Professor Reading Games. Accessed at March 25. Retrieved from <https://www.teacherspayteachers.com/Product/Crazy-Professor-Reading-Game-Introduction-696488>.

say “switch”, the students yell “switch” and take turn, the reader will be a listener and the listener will be a reader.

4. Making Connections: the students relate this book to something else that they have read or something that has happened in the students life. When you make a connection, use the “connection clapper”. Take turns and talk together to determine things the students can make a connection to
5. Silent Summarizing: This next step the students will not be working with a partner. Instead, the students will mouth the words to yourself, using gestures , and tell what the students read on this page. For example, if the page was about a dog walking across the street, the teacher would make the gestures and mouth the words to the teacher self.
6. The crazy professor: the teacher said : you’ve earned it! Now, you get to do the game! you get to be loud! Stand up!. The first, will be the Crazy Professor: You really want to teach! using props and gestures, retell your partner what you read. Make it fun. The second: will be the eager students: you really want to learn! listen to your professor and apply, encourage them, and say “I want more”. When teacher say “switch”, the students yell “switch” and take turn, the crazy professor will be a students and the students will be a crazy professor.

From the procedures above the writer match this step more effectively than other procedure. Those steps as follows: (1) The teacher asks the students sit in pairs and divide each pair into reader and listener. (2) The teacher give the students reading text dramatically. (3) The teacher guide the students to read a text by using a dramatic voice and body gesture, each pairs follow. (4) The teacher

asks each pairs to read a text by using dramatic voice and body gesture without teacher guide. (5) Question section, the teacher asks the reader change questioner and the listener change to answerer. The questioner will asks using gesture and her partner will answer using gesture. (6) The teacher, Connecting, each pairs must connect their knowledge with a text that they have read when each pairs answer and question. (7) And the last, The teacher asks each pairs to silent summarizing like think back what they've read.

e. Advantage and Disadvantage of the CPR Game

Every method has advantages and disadvantages. Some advantages of this game are as follows: (1) To train students to work with their partner; (2) To develop students' creativity, because students will visualize their understanding on the text using their own gesture; (3) This game appropriate at every level. It can be applied at school or at home. While the disadvantages of this game are as follows: (1) If this game is not effective, it will cause the class became noisy; (2) This game will be difficult to implement for the students who are less confident.

B. Relevant Studies

There are several relevant researcher related to teaching reading comprehension: First, Kusumayanti (2013) conducted a research about "*The Effectiveness of Crazy Professor Reading Game in Teaching Reading Viewed from Students' Locus of Control An Experimental Study at Seventh Grade of SMP Negeri 1 Gemolong*" in the 2012/2013 Academic Year. The researcher conducted the research at SMP Negeri 1 Gemolong in November 2012.

The results of the research show that there are some research findings that can be drawn. First, crazy professor reading game is more effective than direct instruction method for teaching reading. Second, students having high locus of control have better reading skill than the students having low locus of control. Third, there is an interaction between the methods used and students' locus of control in teaching reading

The similarities of these researches are both of these researches using experimental research and CPR game. The differences are Kusumayati's research used CPR game in teaching reading at seventh grade students of SMP N 1 Gemolong in academic year 2012/2013, whereas the researcher using CPR game on students reading comprehension at eighth grade students of MTsN Lubuk Pakam in academic year 2017/2018.

Second, Utami (2013) conducted a research entitled "*The Effect of Using Self Monitoring Strategy on Reading Comprehension of the Second Year Students at SMA N 14 Pekanbaru*". It was an experimental research. She found that, there was significant effect that showed 5.217. the level of significant 5% was 2.00. the level of significant 1% was 2.65. It can be read $5\% < 5.128 > 1\%$. Therefore, there was significant effect of using Self Monitoring strategy on reading comprehension of the second year students at SMA N 14 Pekanbaru.

The similarities of these researches are both of these researches using experimental research on students reading comprehension. The differences are Utami's research use Self Monitoring Strategy on reading comprehension of the second year students at SMA N 14 Pekanbaru in academic year 2012, whereas the

researcher using CPR game on students reading comprehension at eighth grade students of MTsN Lubuk Pakam in academic year 2017/2018.

Third, Ita Sariyati conducted as research about “ *The effect of using pelmanism game on reading Comprehension at vocational school Taruna Pekanbaru* ”. The background of the problem of this research was students’ reading comprehension in narrative texts. In this research, the type of the research was quasi experimental research. The writer took two groups pretest-posttest design. The writer used two classes as samples that consisted of 33 students for both of classes. Before giving the treatment, the students were given pre-test and post-test given after the treatment. The technique of collecting data was the test. The test was used in order to find out the students’ reading comprehension on narrative text at the ten grade of Vocational School Taruna Pekanbaru. The technique of data analysis was independent sample t-test and paired sample t-tets. It was eased by using SPSS 16 version program.

Based on the data analysis, the writer concluded that there is a significant effect of using pelmanism game on reading comprehension of narrative text of the ten grade students at Vocational School Taruna Pekanbaru. It was considered from t obtained = 3.179 was higher that t -table either at 5%=2.00 nor 1%=2.65. It means that H_a was accepted and H_o was rejected.

The similarities of these researches are both of these researches using experimental research on students reading comprehension. The differences are Sariyati’s research use pelmanism game on reading Comprehension at vocational school Taruna Pekanbaru in academic year 2014, whereas the researcher using

CPR game on students reading comprehension at eighth grade students of MTsN Lubuk Pakam in academic year 2017/2018.

Based on explanation above, it shows that difference between the writer and previous writers is both of the previous writers aimed at knowing the significant effect of the students' comprehension in reading and the application of Pelmanism game in reading comprehension. Therefore, the writer only focuses on Crazy Professor Reading Games on seventh grade students.

C. Conceptual Framework

Crazy professor reading game is effective in teaching reading comprehension because it can make students' determine the meaning in the words they are reading. Students become active as they move their hands and read dramatically by body gesture.

Reading comprehension is not easy thing. Reading comprehension process of develop understanding comes from the interaction between the text and the reader's response to obtain the meaning from the text make the student feel entertain when they read the text within understanding the text meaning. Five aspect of reading comprehension: (a). Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Making inference.

To get the effective classroom need some teaching strategies. However not all teaching strategies are applicable for reading. Teacher should have known that individual students have particular strengths and weakness which can be built upon and enhanced through effective instruction.

Crazy professor reading game are used to guide this study, particularly to help the students' reading comprehension and increase the effectiveness in reading. The use of CPR game will assist students in developing imagination and their knowledge in what they read.

In conclusion, crazy professor reading game, this game can help teachers understand how the students comprehend a text and process information in different ways. It is also important for teacher to incorporate in their curriculum activities related to crazy professor reading game so that all students are able to success in their classes.

D. Research Hypothesis

In line with the conceptual framework, the hypothesis of this study can be formulated as follows :

H_a : There is a significant effect by using crazy professor reading game on the students' reading comprehension

H_0 : There is no a significant effect by using crazy professor reading game on the students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of The Study

This research was conducted at Madrasah Tsanawiyah Negeri Lubuk Pakam 2017/2018 academic year. The writer was choosed the location at MTsN Lubuk Pakam because the school welcomed that aimed to improve the teaching learning quality and the location of this study is close to my house so that it would easier to did the research.

B. Population and Sample

The important part of a research is population and sample. Population is all subjects that have certain quality or characteristics which is determined by the researcher. Meanwhile, sample is a part of the number of characteristics owned by the population.²⁵ As stated by Ary, there are three steps in sampling.²⁶ Those are: population, accessible population, and sample This research was conducted at Madrasah Tsanawiyah Negeri Lubuk Pakam 2017/2018 academic year. The researcher was choosed the location at MTsN Lubuk Pakam because the school welcomed that aimed to improve the teaching learning quality and the location of this study is close to my house so that it will be easier to do the research.

²⁵ Sugiyono, (2012), *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta, pp. 80-81.

²⁶ Donald Ary, (2010), *Introduction to Research in Education*, USA: Wadsworth., p.149.

1. Population

The first step in sampling is the identification of the target population. Population is subject or object chosen by the researcher that has special quality and characteristics to be learned and made conclusion.²⁷ It is the large group to which the researcher wishes to generalize the result of this research. The target population of this research is the students of the eighth graders of MTsN Lubuk Pakam in the first semester in 2017-2018 academic years. In this school, there were 8 classes for eighth graders. The number of students in the eighth grade is for about 292 students and each class contained for about 36 students.

Tabel 3.1

Total Number of Population

No	Classes	Male	Female	Total
1	VIII-1	13	23	36
2	VIII-2	16	20	36
3	VIII-3	12	24	36
4	VIII-4	17	21	38
5	VIII-5	17	21	36
6	VIII-6	14	22	36
7	VIII-7	17	19	36
8	VIII-8	19	17	36
Total		125	167	292

²⁷ Sugiyono, (2010), *Statistika untuk penelitian*, Bandung : Alfabeta, p.61

2. Sample

Sample is the process of selecting a number of individual or group (objects of research) for a study such the individual or group (the object of study) is representative of a larger group on the selected object (population).²⁸ The researcher chose sample using random sampling where all of the samples had the same chance of being selected. Used this method, the researcher divided population into groups and the sample was choosed per group rather than per individual.²⁹ But, only two classes were choosed as control group and experimental group. They were VIII-1 and VIII-6.

Table 3.2

The Distribution of Sample

Class	Population	Sample
Experiment Class (X)	VIII-1	36
Control Class (Y)	VIII-6	36
Total		72

C. Research Method

Research method is the strategy to arrange the setting of the research in order to get valid data. Creswell states that “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issues.”³⁰ From definition above, it is clear that research method is the way to conduct a

²⁸ Sumanto, (1995), *Metodologi Penelitian Sosial & Pendidikan*, Yogyakarta: Andi Offset, p. 39

²⁹ William M. K. Trochim, (1999), *The Research Methods Base*, 2nd Edition, Ithaca, N.Y: Cornell Custom Publishing, p.218

³⁰ John W, Creswell, (2012), *Educational Research*, Boston: Pearson, p.3

research. Therefore, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The method of this research was the experimental research method used Post test only. According to Aryet.al an experimental method is the general plan for carrying out a study with an active independent variable.³¹ Experimental method may also be classified according how to good well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting aside other factors that influence. A quasy-experimental research design looks the same as true experimental research design, but it lacks the key ingredient random assignment.³² It is the design which does not provide full control. As stated by Ary that full experimental research is not always possible to conduct a random selection of subjects in education research especially learning. This is because the subjects that going to formed are naturally in groups. Those are group of students in one class. In addition, it seems to be impossible for the researcher to manage all the students based on her desire.³³ There were two groups in this research; experimental and control group. Kothari stated that control group is the group which is exposed to usual condition while experimental group is a group which is

³¹ Donald Ary, *opcit*, p. 301

³² William M, K, Trochim, *opcit*., p.215

³³ Daniel Muijs, *Opcit*, p.1

exposed to special condition.³⁴In this design, the subject could not be randomly assigned to either the experimental or the control group.

The designs as follow:

Table 3.3

Sample	Treatment	Post-test
Experimental group	Using CPR game	✓
Control group	Without using CPR game	✓

In order to got this study, two procedures would take in this study namely: treatment (teaching presentation) and post-test.

D. Research Procedure

In collected the data, there were some procedures of the research, the steps were:

The procedures of collected data are such the following:

1. Treatment

There are groups has taught, they are experimental group and control group. Experimental group was taught by Crazy Professor Reading game. Control group was not taught by Crazy Professor Reading game. There are four meetings in this research and each meeting consists of 40 minutes.

³⁴C,R,Kothari, (2004),*Research Methodology: Methods and Techniques, 2nd rev ed*, New Delhi : New Age International, p.30

2. Post-test

After conducted the treatment, the post-test would be gave to find out the result of teaching presentation in both groups. It would be applied to analyzed and evaluated both of the groups, then we knew the effect of the treatment.

E. Research Instrument

Instrument to measure on students reading comprehension, in this research the reseracher used test reading comprehension. For spesification the test, as the following:

1. Conceptual Definition

Reading Comprehension is a process to develop understanding comes from the interaction between the text and the reader's response to obtain meaning from the text make the student feel to be entertained their self when they read the text within understanding the text meaning. Five aspect of reading comprehension: (a). Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Making inference.

2. Operational Definition

Reading comprehension is total score that students have after followed the reading test by used the scale with aspect of reading comprehension: to determined main idea, supporting details, inference meaning, vocabulary, and references.

3. Specification

Reading test by using aspect of reading comprehension divide into five aspect: (a). Identifying main idea; (b). Identifying supporting details; (c). Identifying reference; (d). Making inference.

Table 3.4

No	Reading Skills	Total	Number
1	Determining Main Idea	9	6,7,13,14,15,19,26,32,44
2	Finding Supporting Details	32	1,2,4,8,10,17,22,24,27,28,31,33,34,35,36,39,40,43,45,46,47,48,50,51,52,53,54,55,56,57,58,59
3	Finding Inference Meaning	3	5,21,38
4	Finding Reference	16	3,9,11,12,16,18,20,23,25,29,30,37,41,42,49,60
total		60	

4. Calibration

Before the instrument is administrated to the students, the researcher did a try out to check the validity and reliability of the reading test. The first, arrangement the question, sixty question. Type of this test is answering the question, reading multiple choice. The second, to check content validity, the teachers helped me to analyze the answer. The third, result of data test validity and reliability.

The results of the instrument validity test, there are some instruments that are declared valid and invalid. The validity of instruments are number 1,3,4,5,6,8,10,12,13,15,17,19,20,21,23,25,26,29,30,32,34,35,36,39,40,42,43,45,46,48,50,52,53,56,57 and the calculation of the reliability tests is 0,99. Based on the

criteria of reliability coefficient, the test can be regarded as reliable 0,99 placed between 0,800-1,000. Therefore, the reliability of the test was high.

F. Data Analysis

To analyze the data, the researcher used t-test, before t-test used, the researcher tested the analysis requirements namely normality and homogeneity. The normality will be tested by using parametric statistic by using Lilioforse and the homogeneity will be tested by using Barlet test.

1. Normality Testing

Normality test used to determine whether normal or abnormal research data or research variables. The normality test of variable X use Liliofors test :

- a. The observation $X_1, X_2, X_3, \dots, X_n$ are served raw numbers $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula. To count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

\bar{X} = Average sample
 S = Standard deviation

- b. For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$
- c. Furthermore, in calculating the proportion that expressed by $S(Z_i)$ then :

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

- d. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as Lo .³⁵

2. Homogeneity testing

Homogeneity Test was used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity was used with the following formula³⁶:

$$F = \frac{\text{Highestvarians}}{\text{lowestvarians}}$$

Criteria for testing H_0 is rejected if $F \geq F_{0,05}(v1, v2)$ where $F_{0,05}(v1, v2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, where as the $v1$ and $v2$ degrees of freedom each corresponding to df numerator and denominator of the formula above.

3. Hypothesis Testing

After that the data would analyzed by using “t-test for independent sample”. The formula of t-test is presented as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{(N_1 - 1)(S_1) + (N_2 - 1)(S_2)}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

In which:

M_1 : Mean of experimental group

M_2 : Mean of control group

S_1 : The deviation square of experimental group

S_2 : The deviation square of control group

N_1 : The number samples of experimental group

N_2 : the total number samples of control group

³⁵Indra Jaya, *Opcit.*, p. 253.

³⁶Sudjana, *Metode Statistika*, Bandung: Tarsito Bandung, 2009, p. 14.

G. The Statistical Hypothesis

Statistical hypothesis was used in order to know the result of observation about the sample quantitatively.

$$\mathbf{H_o} : \mu_{x1} = \mu_{x2}$$

$$\mathbf{H_a} : \mu_{x1} < \mu_{x2}$$

Where :

- Ha : Alternative Hypothesis
- Ho : Null Hypothesis
- μ : Mean of Population
- x : Mean of Sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The data of this study includes preliminary data, the results of the post test. The researcher also analyzed the quantitative data were taken from post test.

1. Description of Data

The data of this research were obtained from the result of test from both of class, the experimental class (VIII-1) and the control class (VIII-6). The experimental class and the control class were taught different way. In the experimental class, the students were taught by using CPR game, and in the control class, the students were taught by using direct instruction method. In order to see the effect of crazy professor reading game on the students' reading comprehension and by using direct instruction method, the data were needed to be gathered. The data were collected from the results of post-test that were conducted in the end of the research.

After giving the posttest to experiment group was taught by CPR game and control class was taught by using direct instruction method, so obtained measurement data to English reading comprehension as follow: (See appendix V & VI)

Table 4.1 Research Result Data

Statistic Source	Group of Learning	
	Experimental Class (CPR game)	Control Group (Direct Instruction Method)
N	36	36
\bar{X}	79.7	64
S	8.7	10.81

a. The Students' Reading Comprehension Score of the Experimental Class

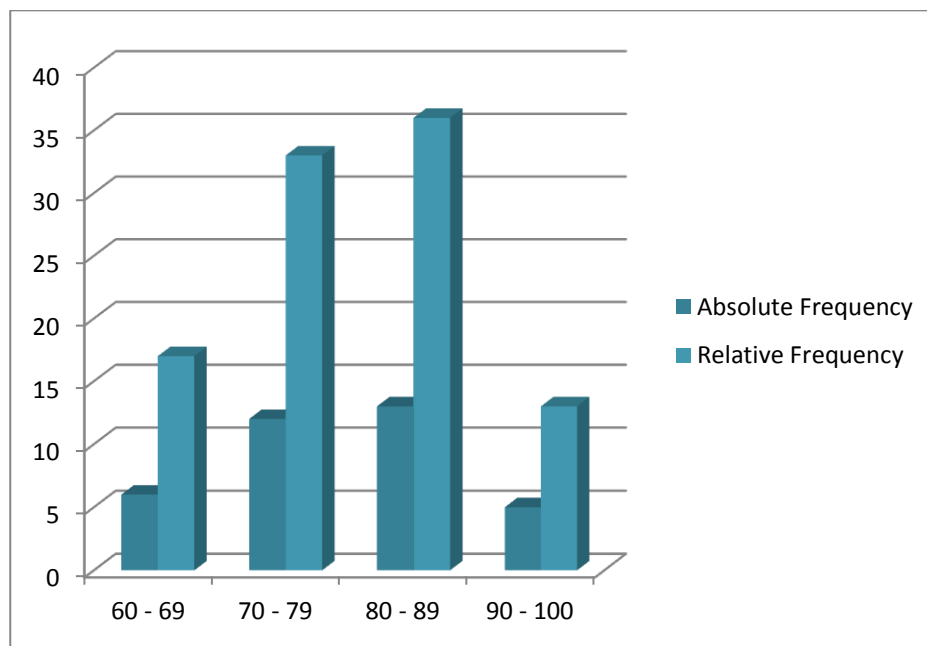
After analyzing the data through statistic description, the result showed that the students were taught by CPR game got the score range was 60 to 100, the mean of posttest was 79.69 , the standard deviation of posttest was 8.78 , the lowest score of posttest was 64 and highest score was 95 (see Appendix V).

Table 4.2 The Frequency Distribution of the Experimental Class

No	Score Range	Absolute Frequency	Relative Frequency
1	60 - 69	6	17
2	70 - 79	12	33
3	80 - 89	13	36
4	90 - 100	5	13
Total		36	99

The score frequency distribution histogram of students' reading comprehension were taught by using CPR game can be showed in the following figure:

Figure 1. The Histogram of the Experimental Class



b. The Students' Reading Comprehension Score of the Control Class

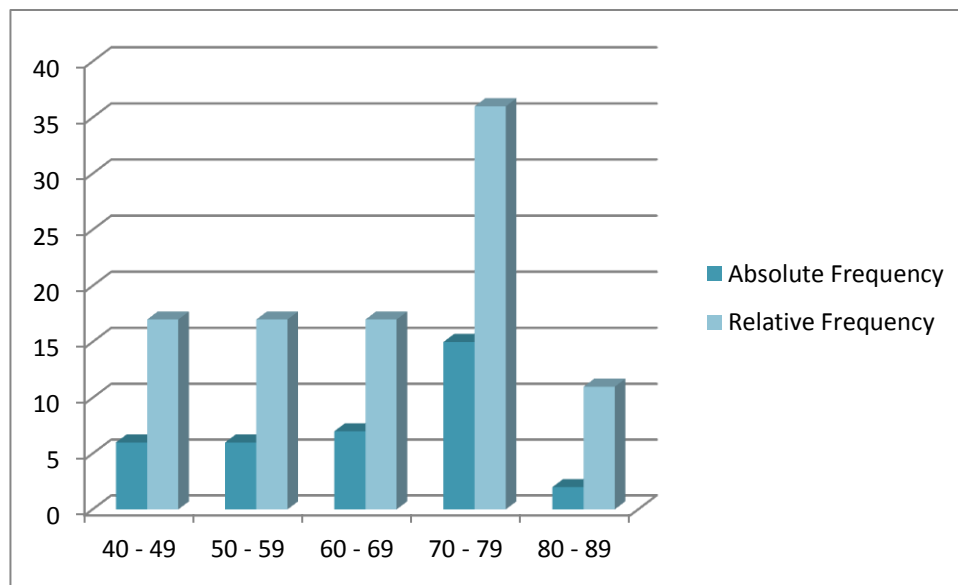
After analyzing the data through statistic description, the result showed that the students were taught without CPR game got the score range was 40 to 89, the mean of posttest was 64.81, the standard deviation of posttest was 10.81, the lowest score of posttest was 43 and highest score was 80 (see Appendix VI)

Table 4.3 The Frequency Distribution of the Control Class

Score Range	Absolute Frequency	Relative Frequency
40 - 49	6	17
50 - 59	6	17
60 - 69	7	19
70 - 79	15	41
80 - 89	2	5
Total	36	99

The score frequency distribution histogram of students' reading comprehension were taught without using CPR game can be showed in the following figure:

Figure 2. The Histogram of the Control Class



2. Analysis Requirement Testing

In this activity, the researcher explained about recount text. The researcher asked the students to read a recount text, so they could comprehend a text. The purpose of this activity was to measure the students' reading comprehension.

After implementing the test, the researcher assessed the result of the students' reading. From the result she could calculate mean, variant, standart deviation, standart error mean of the score of students' reading result used the following formula:

a. Normality Testing

Normality testing was used to determine whether was normal or not. The result of the normality testing is described below. (See Appendix VII)

Table 4.4 Normality Testing

No	Data	N	α	L_{observed}	L_{table}	Conclusion
1	Experimental Class	36	0.05	0.046	0.1454	Normal
2	Control Class	36	0.05	0.06	0.1454	Normal

From the table above, it can be seen $L_o = 0.046$ significant and, $L_t = 0.1454$. It can be concluded that the data distribution was normal. So, it can be concluded that the data of the student's reading comprehension is **normal**.

b. Homogeneity Testing

Table 4.5 Homogeneity Testing

Data	F_{observed}	F_{table}	Conclusion
Experimental	1.64	1.75	Homogenous
Control			

From data above $F_{\text{observed}} = 1.64$ is compared with F_{table} , where F_{table} is determined (α) = 0.05 and the same numerator $df = n-1 = 36-1 = 35$ that was exist dk numerator 35. While F_{table} is **1.75** . Them, of $F_{\text{observed}} < F_{\text{table}}$. It can be concluded that the data is homogenous. (See appendix IX)

c. Hypothesis Testing

Data	t_{observed}	t_{table}	Conclusion
Experimental Class	3.24	1.994	There is significant effect of CPR game on the students' reading comprehension
Control Class			

The result of hypothesis of this study can be shown from the table below:

From the computation above, it can be seen that $t_{\text{observed}} = 3.24$ and $t_{\text{table}} = 1.994$, $t_{\text{observed}} > t_{\text{table}}$. This mean that the hyphothesis is accepted on the level of significant 0,05. The meaning of this result is that the students' who where taught by the CPR game is better than without CPR game in teaching reading comprehension. After the scores were calculated, it was found that in this study the t_{observed} is higher than the t_{table} . It can be seen as follow:

$$t_{\text{observed}} > t_{\text{table}} (\alpha = 0.05) \text{ with df } 70$$

$$3.24 > 1.994$$

From the result above, it showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. (See appendix X)

B. Discussion

The result of this research shows that the CPR game is better than without CPR game because the CPR game could be train students to work with their

partner, to develop students' creativity because students will visualize their understanding on the text using their own gesture, it is made the students' can comprehend a text. This also had been proved by the result of post test. It showed that students' reading comprehension got effect since crazy professor reading game applied in experimental class.

Beside, this result was supported by the research conducted the research before "*The Effectiveness of Crazy Professor Reading Game in Teaching Reading Viewed from Students' Locus of Control An Experimental Study*", Kusumayanti found that the results of the research show that there are some research findings that can be drawn. First, Crazy Professor Reading Game is more effective than Direct Instruction Method for teaching reading. Second, students having high locus of control have better reading skill than the students having low locus of control. Third, there is an interaction between the methods used and students' locus of control in teaching reading: (1) Crazy Professor Reading Game is more effective than Direct Instruction Method in teaching reading for students having high locus of control; (2) Direct Instruction Method is more effective than Crazy Professor Reading Game in teaching Reading for students having low locus of control.

From the explanation above, the research can be concluded that the significant effect of crazy professor reading game on students' reading comprehension. The students' score improved and the students were more exited to comprehend a text. The students' motivation changed after the researcher used crazy professor reading game. Crazy professor reading game showed a simple concept of making students can comprehend a text and connecting their own knowledge with a text.

The students were more interested in crazy professor reading game and the students also were active to asked and to gave their opinion. Most of students were able to improve their score. As the result above, crazy professor reading game can effect the students' reading comprehension. In control class the researcher found the problem when the researcher doing the same material but the without the game, the students was bored to read a text and it's made them can not comprehend a text, the did not know what they have read. But there were a little problem doing the game in experimental class, it is about the time. The time is not enough, the researcher and the students forget about the time when done crazy professor reading game.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

After I did the experimental by the result of the students' post-test in the VIII grade of MTsN Lubuk Pakam, the researcher found that the students who were taught by CPR game got higher result than the students who were taught without CPR game. It can be proven that in the gained score from experimental class was higher than gained score from the control class.

The result of post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant difference between the experimental class and control class. The researcher was found the significant effect by t_{observed} and t_{table} to know whether using CPR game is effective to students' reading comprehension.

As the conclusion of the whole chapters, it could be interpreted that students' reading comprehension was better taught by CPR game than without CPR game, especially for the eight-grade students of MTsN Lubuk Pakam

B. Implication

Implications are drawn from the research finding. Discussion of the data from research finding points out that teaching and learning reading by using CPR game is effective toward the students' reading comprehension. It was showed by the students' reading comprehension by using CPR game are performed better than the students' who did not have the treatment of CPR game. Students are motivated,

relaxed and imagined in learning reading when they are taught by using CPR game. Therefore, implies that the use of CPR game can keep students' interest and help them to comprehend a text.

In summary, the use of CPR game during the research can affect the students' reading comprehension. Therefore, the application of CPR game needs to be applied continuously in teaching reading. It is because the use of CPR game can be affective learning to help the teacher made the students' enthusiastic increased so that the standard competence of learning process can be achieved.

C. Suggestions

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. Stakeholder

For the principle of MTsN Lubuk Pakam, it is good to motivate the teachers, especially English teacher to teach the students by using CPR game.

2. Teacher

For English teacher, the English teacher can use CPR game as an alternative in learning reading, and the game would made the learning activity not monotonous and enjoyable.

3. Students

For students, it is suggested to foster their reading comprehension. By applying CPR game, the students could improve their reading comprehension because this game give students opportunity to repeat the story, remember the story, and use the text that make them familiar with their knowledge.

4. Researcher

For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

5. Further Researcher

For other researcher, the result of this research can give information or reference about implementation of CPR game in teaching reading.

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APPENDIX I

LESSON PLAN (EXPERIMENTAL GROUP)

School : MTsN Lubuk Pakam
Subject : Reading
Class/Semester : VIII-1/I
Time Allocation : 8 x 40 Minutes

I. Standard Competency

Understanding the meaning of short functional text and essay in a form of recount and narrative accurately and accepted in context of daily life.

II. Basic Competence

Responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life.

III. Indicators

1. To identify topics of the text that has been read
2. To identifying certain information of short functional text
3. To explain main idea of the text
4. Answer the question

IV. Teaching Objective

1. The students can identify topics of the text that has been read
2. The students can identifying certain information of short functional text
3. Students can explain main idea of the text
4. Students can answer the question

V. Character goals : Trusworthiness

Respect
Diligence

VI. Strategy of Teaching

Crazy Professor Reading Game

VII. Procedure of Teaching

a. Introduction

1. Greeting the students
2. Check the list of attendance
3. Start the lesson with praying
4. Teacher gives motivation to the students
5. Teacher does apperception by asking students about the reading that ever read

b. Core Activity

Teacher	Students
1. The teacher tell the students the steps of CPR game.	1. Students hear the instruction of the teacher.
2. The teacher asks the students sit in pairs and divide each pair into reader and listener.	2. Students sit in pairs, be a reader and listener
3. The teacher give the students reading text dramatically.	3. Students follow the teacher's read by using dramatic voice and body gesture.
4. The teacher guide the students to read a text by using a dramatic voice and body gesture, each pairs follow.	4. Each pairs do the step without the teacher guide.
5. The teacher asks each pairs to read a text by using dramatic voice and body gesture without teacher guide.	5. Each pairs changed the role, the readers be the answer and the listener be the questioner.
	6. Each pairs do question section.
	7. Each pairs must connecting their knowledge and what they've read before.

<p>6. Question section, the teacher asks the reader change questioner and the listener change to answerer. The questioner will asks using gesture and her partner will answer using gesture.</p> <p>7. The teacher, Connecting, each pairs must connect their knowledge with a text that they have read when each pairs answer and question.</p> <p>8. And the last, The teacher asks each pairs to silent summarizing like think back what they've read.</p>	<p>8. The students do the silent summarizing, as a think back what they've read and make conclusion to re-tell the story.</p>
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c. Closing

Teacher	Students
<p>1. Teacher gives opportunity to students for asking question the difficulty of material</p> <p>2. Teacher answer the question from students</p> <p>3. The teacher makes conclusion of the material</p> <p>4. Teacher reminds the students to do self-study at home</p>	<p>1. Students ask the difficulty material.</p> <p>2. Students hear the teacher answer.</p> <p>3. Students hear and understanding the conclusion that the teacher said.</p>

5. Teacher motivates the students to study harder 6. Teacher close the learning process	
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VIII. Source/tool/media

Source : text from the internet

Media : copies of reading test items, whiteboard, boardmarker

IX. Evaluation

- a. Technique : Written
- b. Form of instrument : Multiple Choices
- c. Example of instrument : Choose the best answer by crossing (x)
a,b,c, or d!
- d. Direction of evaluation:
 1. Every correct answer : 3
 2. Maximum scores : 100

$$X = \frac{\sum X}{N} \times 100\%$$

Where : X = The mean of students' score

$\sum x$ = The total score

N = The number of the students

Lubuk Pakam, , ,2018

Mengetahui

Kepala MTsN Lubuk Pakam

Guru Mata Pelajaran

M. Syukur Harahap, S.PdI, MA

Nurul Huda, S.Ag

Peneliti

Danty Fitria

APPENDIX II

LESSON PLAN (CONTROL GROUP)

School : MTsN Lubuk Pakam

Subject : Reading

Class/Semester : VIII-6/I

Time Allocation : 8 x 40 Minutes

I. Standard Competency

Understanding the meaning of short functional text and essay in a form of recount and narrative accurately and accepted in context of daily life.

II. Basic Competence

Responding the meaning of short functional text accurately, fluently and accepted to interact in context of daily life.

III. Indicators

1. To identify topics of the text that has been read
2. To identifying certain information of short functional text
3. To explain main idea of the text
4. Answer the question

IV. Teaching Objective

1. The students can identify topics of the text that has been read
2. The students can identifying certain information of short functional text
3. Students can explain main idea of the text
4. Students can answer the question

V. Character goals : Trusworthiness

Respect
Diligence

VI. Strategy of Teaching

Crazy Professor Reading Game

VII. Procedure of Teaching

a. Introduction

1. Greeting the students
2. Check the list of attendance
3. Start the lesson with praying
4. Teacher gives motivation to the students
5. Teacher does apperception by asking students about the reading that ever read

b. Core Activity

Teacher	Students
1. Teacher distributes recount text to the students.	9. Students read a text silently.
2. Teacher asks students to read the text silently.	10. Students read a text by loudly voice.
3. Teacher asks students to read the text loudly.	11. A volunteer students read the text loudly.
4. Teacher asks some students as a volunteer to read the text loudly.	12. Students hear the teacher explain about the content and understanding it.
5. Teacher explains the content of the text.	13. Students make a sign and understanding the main idea of the example
6. Teacher explains the concept of main idea and give examples from the text how to find it.	14. Students try to find out supporting details and understanding it.
7. Teacher explains the concept of supporting details (implicit and explicit information) and give examples from the text how to find it.	15. Students try to find out word reference and understanding it.
	16. Students try to find out the meaning of the example.
	17. Students follow the teacher guide.

<p>8. Teacher explains the concept of word reference and give examples from the text how to find it.</p> <p>9. Teacher explains the concept of meaning of certain word based on the context give examples from the text how to find it.</p> <p>10. Teacher gives guided practice to reinforce students' understanding.</p>	
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c. Closing

Teacher	Students
<p>7. Teacher gives opportunity to students for asking question the difficulty of material</p> <p>8. Teacher answer the question from students</p> <p>9. The teacher makes conclusion of the material</p> <p>10. Teacher reminds the students to do self-study at home</p> <p>11. Teacher motivates the students to study harder</p> <p>12. Teacher close the learning process</p>	<p>4. Students ask the difficulty material.</p> <p>5. Students hear the teacher answer.</p> <p>6. Students hear and understanding the conclusion that the teacher said.</p>

VIII. Source/tool/media

Source : text from the internet

Media : copies of reading test items, whiteboard, boardmarker

IX. Evaluation

- a. Technique : Written
- b. Form of instrument : Multiple Choices
- c. Example of instrument : Choose the best answer by crossing (x)
a,b,c, or d!
- d. Direction of evaluation:
 3. Every correct answer : 3
 4. Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100\%$$

Where : X = The mean of students' score

$\sum x$ = The total score

N = The number of the students

Lubuk Pakam, , ,2018

Mengetahui

Kepala MTsN Lubuk Pakam

Guru Mata Pelajaran

M. Syukur Harahap, S.PdI, MA

Mahya Aini, S.Ag

Peneliti

Danty Fitria

APPENDIX III

POST TEST

Multiple choice questions

Choose the best answer by writing A, B, C, or D on your answers sheet. Keep the question sheets clean.

The following text is for questions number 1 to5. Read the text carefully.

.....

Last weekend Dicky, Vinda, Laras, and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan. We reached Oro-oro Ombo for lunch after we hiked for almost 4 hours. Then, we continued our hike. We talked about many things along the way. Sometimes we laughed aloud when our stories seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley. Over there we camped for one night. I had not been there before. On Sunday we returned through a small village –Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

1. Where do the writer and his friends live?
 - a. Kladungan
 - b. Desa Pasir Wangi
 - c. Oro-oro Ombo
 - d. Desa Pasir
2. "...when our stories seemed funny." (line 5)
The synonym of the underlined word is
 - a. attractive
 - b. terrible
 - c. humorous
 - d. horrific
3. How did the writer and her friends probably go home?
 - a. on foot
 - b. by bus
 - c. by car
 - d. by truck
4. "The climbing out of the valley was really hard for us but it was worth it." (line 9)
The writer's statement means ...
 - a. He liked climbing the mountain because it was hard.
 - b. He thought climbing mountain was worth.
 - c. He thought his hard work was not worth.
 - d. He thought that climbing mountain was fun although it was hard.
5. What is the suitable title for the text?
 - a. Hiking

- b. A Hiking
- c. Hiking in Gunung Penanggungan
- d. Hiking with My Friends

The following text is for questions number 6 to 9. Read the text carefully.

Dear, Diary

It was takbirannight. It was also my birthday, and nothing happened. That night, I was watching television with my family. I heard someone lit fireworks in my front yard. I saw through my glass window but I could see nothing. It was very dark outside. Then I thought it might be my cousins who lit the fireworks. Then I sat down on my sofa again and tried to concentrate on the television. Five minutes later my mobile beeped. It was a text from my friend. She asked me to come out. Then, I grabbed my jacket and hurried to the front door. I was surprised to see her. She brought a bag full of firework and fire drills. Next, my other friend came out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me. I could not say anything.

I thought it was a plain day before, but it became the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

6. What was the writer waiting for in takbiran night ?
 - a. The writer was waiting for special gift.
 - b. The writer was waiting her friends.
 - c. The writer was waiting to watch television.
 - d. The writer was waiting for lighting the firework.
7. Why did the writer come out when she was watching television?
 - a. Because her mobile phone beeped.
 - b. Because she wanted to see the firework.
 - c. Because her friend asked her to come out.
 - d. Because she heard someone lit the firework.
8. Which statement is incorrect according to the text?
 - a. The takbiran night is the writer birthday.
 - b. The writer celebrated the Idul Fitri day by lighting firework with her friends.
 - c. The writer thought that no one will give her special gift.
 - d. The writer was happy to get a surprise from her friends in her birthday.
9. Which paragraph is the events of the text?
 - a. paragraph 1
 - b. paragraph 2
 - c. paragraph 3
 - d. paragraph 1 and 2

The following text is for questions number 10 to 13. Read the text carefully.

.....

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took karawitan lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was mytime to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

10. What is the suitable title for the text?
 - a. Reading Adolescence Article
 - b. Reading Adolescence Article in a Magazine
 - c. My Adolescence
 - d. Control Adolescence Emotion
11. How old is the writer when he got his adolescence?
 - a. 40 years old
 - b. 14 years old
 - c. 16 years old
 - d. 17 years old
12. What is the main idea of the third paragraph?
 - a. The writer read adolescence article to divert her emotion.
 - b. The writer joined an English course to divert her emotion.
 - c. The writer played basketball to divert her adolescence.
 - d. The writer controlled her emotions by doing positive activities.
13. "I tried to discover what I wanted to do....." (line 5)
The meaning of the underlined word is ...
 - a. do experiment
 - b. do a plan
 - c. make a decision
 - d. make a plan
14. What is the resolution of the text?
 - a. The writer remembered of his adolescence.
 - b. The writer did some extra curricular activities to divert his emotions.
 - c. The writer controlled her emotions by doing positive activities.
 - d. The writer succeed control his emotions by doing positive activities

The following text is for questions number 15 to 17. Read the text carefully.

My First Experience to Ride Motorcycle

When I was ten years old, my father bought an old motorcycle. It was "Honda 75". I thought it was easy to ride because it is small. I asked my father to train me

to ride. Firstly, my father refused my request. He promised that he would train me two or three years later, but I still whimpered. Finally, my father surrendered and promised to train me.

He trained me riding the motorcycle around a field in my village. My father was very patient in giving me some directions. I was very happy.

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was back to my home I had to pass a narrow slippery street. I got nervous and lost my control, so I fell to the ditch.

After that, I told my father about the accident. I imagined my father would be angry and never let me ride again. But it was on the contrary, my father was very proud of me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

15. “.....I still whimpered.” (line 4)

The meaning of the underlined word is

- a. talked in cry
- b. talked angrily
- c. talked loudly
- d. talked happily

16. “Since that accident,” (line 14)

The underlined word can be replaced by...

- a. Because of
- b. When
- c. After
- d. Although

17. Which paragraph is the resolution of the text....

- a. paragraph 1
- b. paragraph 2
- c. paragraph 2 and 3
- d. paragraph 4

The following text is for questions number 18 to 20. Read the text carefully.

.....

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there.

We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we went to a restaurant to have a lunch. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

18. "We felt the wind blew across to us." (line 3)
The word "us" refers to
- the wind
 - the writer
 - the writer's friends
 - the writer's friends and her
19. "We also saw a lot of people in that beach." (line 3)
The underlined word can be replaced by
- much
 - many
 - a few
 - a little
20. What is the topic of the second paragraph?
- Visiting Parangtritis
 - Visiting Gembira Loka zoo
 - The writer's activities when she was in Jogja
 - Visiting Jogja

The following text is for questions number 21 to 24. Read the text carefully.

A Private Conversation

Last week I went to the theatre. I had a very good seat. The play was very interesting but I did not enjoy it. A young man and a young woman sitting behind me were talking loudly. Therefore, I could not hear the actors. Then, I turned around and looked at the man angrily. However, they did not pay attention. In the end, I still could not hear it. I turned around again and said angrily "I can't hear any word. "It's not your business," the young man said rudely, "this is a private conversation."

21. Where did the writer go last week?
- to the theatre
 - to the movie
 - to a private conversation
 - to the cinema
22. Who were sitting behind the writer?
- The writer's friends
 - A man and a woman
 - A young couple
 - A couple
23. Why did the writer get angry?
- Because he could not see the actors.
 - Because he had bad seat.
 - Because the play was not interesting.

- d. Because he could not hear the actors.
24. Which is the true statement based on the text, except...
- The writer did not enjoy the play.
 - The writer went to the theatre alone.
 - The writer knew the ending of the play.
 - The writer annoyed the young couple.

The following text is for questions number 25 to 44. Read the text carefully.

Eating Rujak

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

25. Why did the writer go to Rahman's house?
- Because he wanted to play with Rahman.
 - Because he wanted to do homework.
 - Because he wanted to eat rujak.
 - Because he wanted to try spicy rujak.
26. ".....I could not restrain myself from eating it." (line 4)
The underlined word refers to....
- spicy food
 - Rahman
 - Dodi
 - Ruja
27. Why did the writer get stomachache the next morning?
- Because the rujak was very tasty.
 - Because he ate too much rujak which is very spicy.
 - Because he could not restrain himself from eating rujak.
 - Because he did not eat rujak.

Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

28. When did Susi Susanti born? She was born in.....
- 1974
 - 1984
 - 1982
 - 1972
29. Where was Susi Susanti born? She was born in
- Bandung

- b. Tasik Malaya
- c. Sumedang
- d. Indramayu

30. Susi Susanti is aof the Badminton championship.

- a. winner b. supporter c. presenter d. referee

Mrs. Hartono always takes the children shopping before school. Her son, Seno is a MI student. Her daughter, Sinta, is a MTs student. She wants to buy red shorts and a white shirt for Seno. She also wants to buy a blue skirt and a white shirt for Sinta.

31. What does Mrs. Hartono want to buy for Sinta?

- a. school uniform
- b. white t-shirt
- c. long dress
- d. blue skirt and white shirt

GOING TO THE ZOO

Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

32. Where the tiger and two old lions live?

- a. hospital b. strong cages
- c. school d. in the restaurant

33. What do they eat everyday?

- a. rice b. bread c. meat d. cake

Let us see the map of Asia. We will find a group of islands. The islands lie on the south of Malaysia and form a link between Asia and Australia. These islands form the Indonesian archipelago.

34. What do those islands form?

- a. Philippine b. Malaysia
- c. Indonesian archipelago
- d. Thailand

Erni is a grade the student of SLTP. Her school is large. It has many classrooms, a school yard, a school garden, a library, and a big mosque. She is in class 3C. Her classroom is pretty and lovely. There are twenty-two boy and eighteen girls in it. Erni is a very friendly girl. She makes a lot of friends. Her

classmates like her very much. Her neighbor is Ida. She is beside her. She also likes Erni. Now, they are studying English.

35. How many boys are there in Erni's class? There are ... boys.

- a. twenty-two b. many c. eighteen d. twenty

APPENDIX IV

STUDENTS' SCORE AT EXPERIMENTAL CLASS

No	Name	Score
1	Abdullah Mubarokh	77
2	Ajeng Fitria Khairunnisa	75
3	Alfi Satya Rivaldi	66
4	Andini Muliani	64
5	Andini Septia Arietta	88
6	Astri Widayanti	87
7	Aura Salsabila Putri	88
8	Cinta Sabitah	95
9	Clarissa Anastasya	78
10	Dimas Aidil Pratama	73
11	Diyo Kesuma	71
12	Fadhlan Wafi Lubis	74
13	Farhan Zaki Mubarakh	89
14	Fathir Febriyan Nst	74
15	Fazel Abqori Ihsan	78
16	Fazla Aurawi	88
17	Fitri Hasanah	92
18	Habib Rakhmad Buchori	86
19	Irvana Armadina	65
20	Khoirunnisa	90
21	Kiki Dian Tari	84
22	Mhd Nur Arbiansyah	91
23	Mustakim Ginting	68
24	Nabila Amalia Nst	83
25	Nabila Putri Wandayul	80
26	Najwa Aulia Putri	78
27	Nayla Apriani Lubis	77
28	Nurul Aini Dewi	77
29	Nurul Hanisah	86
30	Putri Wulan Ramadhani	84
31	Rabiyatul Azis	76
32	Revina Maulida	83
33	Sandy Arbayu	66
34	Suha Nabilah	81
35	Tasya Annas Salsabilah	92
36	Widya Mentari Hakim	65

APPENDIX V

THE STUDENTS' SCORE AT CONTROL CLASS

No	Name	SCORE
1	Al Fitra Farhan	48
2	Aqila Putri	66
3	Elisa Agustina	58
4	Fadsya Fazila	72
5	Fitrah Atillah	70
6	Inayah Rizky Pratiwi	55
7	Indah Suci Ramadhani	74
8	Jayyid Zidan Pulungan	73
9	Khoir Yazid	70
10	Massayu Sr Rezeki	53
11	Mhd Azhari Lubis	77
12	Mhd Fajar Siagian	43
13	Mhd Hafidz Rian Abbas	70
14	Mhd Rifaldy	77
15	Mhd Syaifansyah	46
16	Muthia Saharani Safrian	55
17	Nadia Dwi Anggraini	66
18	Nafisatur Rahimah	49
19	Najwa Latifah	77
20	Nazwa Elzira	67
21	Nisha Aulia Fitria	70
22	Nurul Fikria	74
23	Putri Rizka Anindya	71
24	Raja Farhan Anshory Nst	43
25	Rico Rahmat Riyadi	74
26	Ridwan Hanif	80
27	Siti Hawa Azra	72
28	Siti Astuti	63
29	Sri Aulia Saharani	56
30	Syarifa Tommy	54
31	Tahniah Kautsar	72
32	Taufiq Akbar Nst	62
33	Toni Saputra	69
34	Wahyu Noer Hadi	80
35	Zanziqbar Alaydrus	43
36	Ziyan Mufidah	63

APPENDIX VI

THE CALCULATION OF MEAN AND STANDARD DEVIATION

(EXPERIMENTAL CLASS)

Xi	Fi	XiFi	Xi ²	FiXi ²
64	1	64	4096	4096
65	2	130	4225	8450
66	2	132	4356	8712
68	1	68	4624	4624
71	1	71	5041	5041
73	1	73	5329	5329
74	2	148	5476	10952
75	1	75	5625	5625
76	1	76	5776	5776
77	3	231	5929	17787
78	3	234	6084	18252
80	1	80	6400	6400
81	1	81	6561	6561
83	2	166	6889	13778
84	2	168	7056	14112
86	2	172	7396	14792
87	1	87	7569	7569
88	3	264	7744	23232
89	1	89	7921	7921
90	1	90	8100	8100
91	1	91	8281	8281
92	2	184	8464	16928
95	1	95	9025	9025
Total	36	2869	147967	231343
Mean	79.69444444			
Standart Deviasi	8.78251329			

a. Mean

$$M = \frac{\sum fixi}{\sum fi} = \frac{2869}{36} = 79.69$$

b. Variant

$$S^2 = \frac{N(\sum fixi^2) - (\sum fixi)^2}{N(N-1)}$$

$$= \frac{36 (231343) - (2869)^2}{36 (36-1)}$$

$$= \frac{8328348 - 8231161}{36 (35)}$$

$$= \frac{97187}{1260}$$

$$= 77.13$$

c. Standard Deviation

$$S = \sqrt{s^2}$$

$$= \sqrt{77,13}$$

$$= 8.78$$

APPENDIX VII

THE CALCULATION OF MEAN AND STANDARD DEVIATION (CONTROL CLASS)

Xi	Fi	XiFi	Xi ²	FiXi ²
43	3	129	1849	5547
46	1	46	2116	2116
48	1	48	2304	2304
49	1	49	2401	2401
53	1	53	2809	2809
54	1	54	2916	2916
55	2	110	3025	6050
56	1	56	3136	3136
58	1	58	3364	3364
62	1	62	3844	3844
63	2	126	3969	7938
66	2	132	4356	8712
67	1	67	4489	4489
69	1	69	4761	4761
70	4	280	4900	19600
71	1	71	5041	5041
72	3	216	5184	15552
73	1	73	5329	5329
74	3	222	5476	16428
77	3	231	5929	17787
80	2	160	6400	12800
Total	36	2312	83598	152924
Mean	64			
Standart Deviasi	10.81			

a. Mean

$$M = \frac{\sum fixi}{\sum fi} = \frac{2312}{36} = 64$$

b. Variant

$$S^2 = \frac{N(\sum fixi^2) - (\sum fixi)^2}{N(N-1)}$$

$$= \frac{36 (152924) - (2312)^2}{36 (36-1)}$$

$$= \frac{5505264 - 5345344}{36 (35)}$$

$$= \frac{159920}{1260}$$

$$= 126.92$$

c. Deviation

$$S = \sqrt{s^2}$$

$$= \sqrt{126.92}$$

$$= 11.2$$

APPENDIX VIII

THE NORMALITY TESTING OF EXPERIMENTAL CLASS

No	Xi	F	FKU M	Zi	F(Zi)	SZi	F(ZI)- S(ZI)
1	64	1	1	-1.78	0.037538	0.027778	0.00976
2	65	2	3	-1.67	0.04746	0.083333	-0.03587
3	66	2	5	-1.55	0.060571	0.138889	-0.07832
4	68	1	6	-1.33	0.091759	0.166667	-0.07491
5	71	1	7	-0.98	0.163543	0.194444	-0.0309
6	73	1	8	-0.76	0.223627	0.222222	0.001405
7	74	2	10	-0.64	0.261086	0.277778	-0.01669
8	75	1	11	-0.53	0.298056	0.305556	-0.0075
9	76	1	12	-0.42	0.337243	0.333333	0.003909
10	77	3	15	-0.3	0.382089	0.416667	-0.03458
11	78	3	18	-0.19	0.424655	0.5	-0.07535
12	80	1	19	0.03	0.511966	0.527778	-0.01581
13	81	1	20	0.14	0.55567	0.555556	0.000114
14	83	2	22	0.37	0.644309	0.611111	0.033198
15	84	2	24	0.49	0.687933	0.666667	0.021266
16	86	2	26	0.71	0.761148	0.722222	0.038926
17	87	1	27	0.83	0.796731	0.75	0.046731
18	88	3	30	0.94	0.826391	0.833333	-0.00694
19	89	1	31	1.05	0.853141	0.861111	-0.00797
20	90	1	32	1.17	0.879	0.888889	-0.00989
21	91	1	33	1.28	0.899727	0.916667	-0.01694
22	92	2	35	1.4	0.919243	0.972222	-0.05298
23	95	1	36	1.74	0.95907	1	-0.04093
Mean			79.69	L _O = 0.046			
Standart Deviasi			8.78	L _{table} = 0.1454			

From the data above, it can be seen that the Liliefors Observation or L_o= **0.046**

with n = 36 and at real level (α) = 0.05 from the list critical value of Lilieforstable,

L_t = **0.1497**. it can be concluded that the data distribution was normal, because L_o

(**0.046**) < L_t (**0.1497**)

APPENDIX IX

NORMALITY TESTING OF CONTROL CLASS

No	Xi	F	FKUM	Zi	F(Zi)	SZi	F(ZI)-S(ZI)
1	43	3	3	-1.94	0.06	0.08	-0.02
2	46	1	4	-1.66	0.04	0.11	-0.07
3	48	1	5	-1.48	0.06	0.13	-0.07
4	49	1	6	-1.38	0.08	0.16	-0.08
5	53	1	7	-1.01	0.15	0.19	-0.04
6	54	1	8	-0.92	0.18	0.22	-0.04
7	55	2	10	-0.83	0.2	0.27	-0.07
8	56	1	11	-0.74	0.22	0.3	-0.08
9	58	1	12	-0.55	0.29	0.33	-0.04
10	62	1	13	-0.18	0.42	0.36	0.06
11	63	2	15	-0.09	0.46	0.41	0.05
12	66	2	17	0.18	0.07	0.47	-0.4
13	67	1	18	0.27	0.1	0.5	-0.4
14	69	1	19	0.46	0.17	0.52	-0.35
15	70	4	23	0.55	0.24	0.63	-0.39
16	71	1	24	0.64	0.23	0.66	-0.43
17	72	3	27	0.74	0.27	0.75	-0.48
18	73	1	28	0.83	0.29	0.77	-0.48
19	74	3	31	0.92	0.31	0.86	-0.55
20	77	3	34	1.2	0.38	0.94	-0.56
21	80	2	36	1.48	0.43	1	-0.57
Rata-Rata		64.82	L_O = 0.06				
Simpangan Baku		10.81	L_{table} = 0.1454				

From the data above, it can be seen that the Liliefors Observation or $L_o = 0.06$ with $n = 36$ and at real level $(\alpha) = 0.05$ from the list critical value of Liliefors table, $L_t = 0.1497$. it can be concluded that the data distribution was normal, because $L_o (0.06) < L_t (0.1497)$

APPENDIX X

THE CALCULATION OF HOMOGENEITY TESTING

$$\begin{aligned} F &= \frac{\text{Highestvarians}}{\text{lowestvarians}} \\ &= \frac{126,92}{77,13} \\ &= \mathbf{1,64} \end{aligned}$$

From data above the coefficient of $F_{\text{observed}} = 1,64$ is compared with F_{table} , where F_{table} is determined at real level $(\alpha) = 0.05$ and the same numerator $dk = n-1 = 36-1=35$ that was exist dk numerator 35. Then F_{observed} can be calculated $F_{0.05(35,235)} = \mathbf{1.75}$

So, of $F_{\text{observed}} < F_{\text{table}}$, it can be concluded that the variant is homogenous.

APPENDIX XI

HYPOTHESIS TESTING

$$\begin{aligned}
 T_{\text{count}} &= \frac{M_1 - M_2}{\sqrt{\left(\frac{(N_1-1)(S_1)^2 + (N_2-1)(S_2)^2}{N_1+N_2-2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}} \\
 &= \frac{79,69 - 64}{\sqrt{\left(\frac{(36-1)(8,7)^2 + (36-1)(10,81)}{36+36-2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}} \\
 &= \frac{15,69}{\sqrt{(8,98)(0,54)}} \\
 &= \frac{15,69}{4,84} \\
 &= 3,24
 \end{aligned}$$

After the calculated by using t-test formula, t_{count} value was 3,24 and t_{table} was 1,994. The calculation of the t_{table} and t_{observed}

1. The calculation of the t_{table}

$$Df = (N_x + N_y) - 2$$

$$Df = (21 + 21) - 2$$

$$= 72 - 2$$

$$= 70 \dots \dots \dots \text{With } (\alpha = 0.05)$$

Df	0.10	0.05	0.02
60	2.660	2.000	2.390
70	1.666	1.994	2.380
80	1.664	1.990	2.373

APPENDIX XII

VALIDITY TESTING

No	r _{table}	r _{observed}	Status
1	0,325	0,382084	Valid
2	0,325	0,268272	Invalid
3	0,325	0,354152	Valid
4	0,325	0,354145	Valid
5	0,325	0,333997	Valid
6	0,325	0,394851	Valid
7	0,325	-0,02734	Invalid
8	0,325	0,325363	Valid
9	0,325	0,280456	Invalid
10	0,325	0,435357	Valid
11	0,325	0,07929	Invalid
12	0,325	0,35982	Valid
13	0,325	0,366294	Valid
14	0,325	0,104328	Invalid
15	0,325	0,382001	Valid
16	0,325	0,119232	Invalid
17	0,325	0,357355	Valid
18	0,325	0,174166	Invalid
19	0,325	0,367389	Valid
20	0,325	0,545122	Valid
21	0,325	0,558901	Valid
22	0,325	-0,1714	Invalid
23	0,325	0,412799	Valid
24	0,325	0,027633	Invalid
25	0,325	0,390647	Valid
26	0,325	0,345608	Valid
27	0,325	-0,30861	Invalid
28	0,325	0,078371	Invalid
29	0,325	0,4023	Valid
30	0,325	0,4023	Valid
31	0,325	0,152644	Invalid
32	0,325	0,390286	Valid
33	0,325	0,210024	Invalid
34	0,325	0,342568	Valid
35	0,325	0,380222	Valid
36	0,325	0,36952	Valid
37	0,325	0,26082	Invalid
38	0,325	0,059994	Invalid
39	0,325	0,326349	Valid
40	0,325	0,370454	Valid
41	0,325	0,153112	Invalid
42	0,325	0,3737	Valid
43	0,325	0,358145	Valid
44	0,325	0,081299	Invalid
45	0,325	0,374299	Valid
46	0,325	0,485362	Valid
47	0,325	-0,00246	Invalid
48	0,325	0,335394	Valid
49	0,325	0,089424	Invalid
50	0,325	0,372197	Valid
51	0,325	0,209067	Invalid
52	0,325	0,367134	Valid
53	0,325	0,372241	Valid
54	0,325	0,290095	Invalid
55	0,325	0,264979	Invalid
56	0,325	0,374737	Valid
57	0,325	0,354572	Valid
58	0,325	0,081972	Invalid
59	0,325	0,301171	Invalid
60	0,325	0,275724	Invalid

APPENDIX XIII

RELIABILITY TESTING

NO	$\sum X$	P	Q	PQ
1	18	0,5	0,5	0,25
2	21	0,583	0,416	0,243
3	25	0,694	0,305	0,212
4	17	0,472	0,527	0,249
5	23	0,638	0,361	0,23
6	30	0,833	0,166	0,138
7	26	0,722	0,277	0,200
8	26	0,722	0,277	0,200
9	23	0,638	0,361	0,230
10	21	0,583	0,416	0,243
11	26	0,722	0,277	0,200
12	20	0,555	0,444	0,246
13	24	0,666	0,333	0,222
14	21	0,583	0,416	0,243
15	20	0,555	0,444	0,246
16	15	0,416	0,583	0,243
17	16	0,444	0,555	0,246
18	17	0,472	0,527	0,249
19	22	0,611	0,388	0,237
20	18	0,5	0,5	0,25
21	15	0,416	0,583	0,243
22	21	0,583	0,416	0,243
23	17	0,472	0,527	0,249
24	14	0,388	0,611	0,237
25	19	0,527	0,472	0,249
26	25	0,694	0,305	0,212
27	18	0,5	0,5	0,25
28	27	0,75	0,25	0,187
29	25	0,694	0,305	0,212
30	17	0,472	0,527	0,249

31	17	0,472	0,527	0,249
32	27	0,75	0,25	0,187
33	25	0,694	0,305	0,212
34	16	0,444	0,555	0,246
35	17	0,472	0,527	0,249
36	19	0,527	0,472	0,249
37	21	0,583	0,416	0,243
38	19	0,527	0,472	0,249
39	23	0,638	0,361	0,23
40	22	0,611	0,388	0,237
41	26	0,722	0,277	0,200
42	25	0,694	0,305	0,212
43	17	0,472	0,527	0,249
44	22	0,611	0,388	0,237
45	14	0,388	0,611	0,237
46	17	0,472	0,527	0,249
47	20	0,555	0,444	0,246
48	18	0,5	0,5	0,25
49	21	0,583	0,416	0,243
50	30	0,833	0,166	0,138
51	13	0,361	0,638	0,230
52	22	0,611	0,388	0,237
53	23	0,638	0,361	0,230
54	20	0,555	0,444	0,246
55	24	0,666	0,333	0,222
56	18	0,5	0,5	0,25
57	21	0,583	0,416	0,243
58	21	0,583	0,416	0,243
59	21	0,583	0,416	0,243
60	21	0,583	0,416	0,243
Total		34,616	25,331	13,907

$$KR-20 = \frac{K}{K-1} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\}$$

$$KR-20 = \frac{60}{59-1} \left\{ \frac{301637 - 13,907}{301637} \right\}$$

$$KR-20 = 1,01 \left\{ \frac{301623}{301637} \right\}$$

$$KR-20 = 1,01\{0,99\}$$

$$KR-20 = 0,99$$

APPENDIX XIV

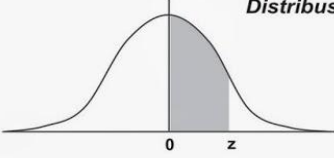
TABLE OF LILIEFORS (L)

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
4	0.4129	0.3754	0.3456	0.3216	0.3027
5	0.3959	0.3427	0.3188	0.3027	0.2893
6	0.3728	0.3245	0.2982	0.2816	0.2694
7	0.3504	0.3041	0.2802	0.2641	0.2521
8	0.3331	0.2875	0.2649	0.2502	0.2387
9	0.3162	0.2744	0.2522	0.2382	0.2273
10	0.3037	0.2616	0.2410	0.2273	0.2171
11	0.2905	0.2506	0.2306	0.2179	0.2080
12	0.2812	0.2426	0.2228	0.2101	0.2004
13	0.2714	0.2337	0.2147	0.2025	0.1932
14	0.2627	0.2257	0.2077	0.1959	0.1869
15	0.2545	0.2196	0.2016	0.1899	0.1811

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	1.035	0.895	0.819	0.775	0.741
	f(n)	f(n)	f(n)	f(n)	f(n)

APPENDIX XV

TABLE DISTRIBUTION NORMAL BAKU 0-Z

Kumulatif sebaran frekuensi normal (Area di bawah kurva normal baku dari 0 sampai z)										
<div> <div>Distribusi Z</div>  </div>										
Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00103	0.00100
-2.9	0.0019	0.0018	0.0018	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014	0.0014
-2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020	0.0019
-2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027	0.0026
-2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037	0.0036
-2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049	0.0048
-2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066	0.0064
-2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087	0.0084
-2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110
-2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146	0.0143
-2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188	0.0183
-1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239	0.0233
-1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301	0.0294
-1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0401	0.0392	0.0384	0.0375	0.0367
-1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465	0.0455
-1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571	0.0559
-1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.0735	0.0721	0.0708	0.0694	0.0681
-1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838	0.0823
-1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003	0.0985
-1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190	0.1170
-1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401	0.1379
-0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635	0.1611
-0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894	0.1867
-0.7	0.2420	0.2388	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177	0.2148
-0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2482	0.2451
-0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810	0.2776
-0.4	0.3446	0.3409	0.3372	0.3336	0.3300	0.3264	0.3228	0.3192	0.3156	0.3121
-0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520	0.3483
-0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897	0.3859
-0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286	0.4247
-0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681	0.4641

APPENDIX XVI

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX XVII

RESEARCH DOCUMENTATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DELI SERDANG
MADRASAH TSANAWIYAH NEGERI 2 DELI SERDANG

Jl. Karya Agung Komplek Pemkab Deli Serdang
Telepon : 081361653292 Kode Pos : 20515
Email : mtsnlubukpakam@ymail.com

SURAT KETERANGAN RISET
Nomor : B- 4/8 /MTs.02.30/PP.00.1/09/2018

Yang bertanda tangan dibawah ini :

Nama : Muhammad Syukur Harahap, S.Pd.I, M.A
NIP : 19731108 199303 1 002
Pangkat dan Golongan : Pembina/(IV/a)
Jabatan : Kepala Madrasah Tsanawiyah Negeri 2 Deli Serdang
Tempat Tugas : Madrasah Tsanawiyah Negeri 2 Deli Serdang

dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Danty Fitria
NIM : 34143002
Fakultas : Ilmu Tarbiyah Dan Keguruan
Sem/Jurusan : IX/Pendidikan Bahasa Inggris
Universitas : UIN Sumatera Utara

Telah selesai melakukan Riset di Madrasah Tsanawiyah Negeri 2 Deli Serdang, pada tanggal 01 Agustus 2018 s/d 03 September 2018 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Crazy Professor Reading Game On The Students' Reading Comprehension At Eighth Graders Of MTsN Lubuk Pakam"**.

Demikian surat keterangan ini di buat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Lubuk Pakam, 17 September 2018

Kepala MTsN 2 Deli Serdang



Muhammad Syukur Harahap, S.Pd.I, M.A
NIP. 19731108 199303 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683

Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-9628/ITK/ITK.V.3/PP.00.9/08/2018

Medan, 28 Agustus 2018

Lampiran : -

Hal : Izin Riset

Yth.Ka. MTSN LUBUK PAKAM

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : DANTY FITRIA
T.T/Lahir : Lhokseumawe, 27 Februari 1997
NIM : 34143002
Sem/Jurusan : IX / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTSN LUBUK PAKAM guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE EFFECT OF CRAZY PROFESSOR READING GAME ON THE STUDENTS' READING COMPREHENSION AT EIGHTH GRADERS OF MTSN LUBUK PAKAM"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam



Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan